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ABSTRACT

This study analyzes the content of journal articles dealing with the principalship that were published from 1970 through 1973. A content analysis research method is used to determine the principal's functions in curriculum and instructional leadership and to indicate similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 141 separate curriculum and instructional leadership functions. (DW)

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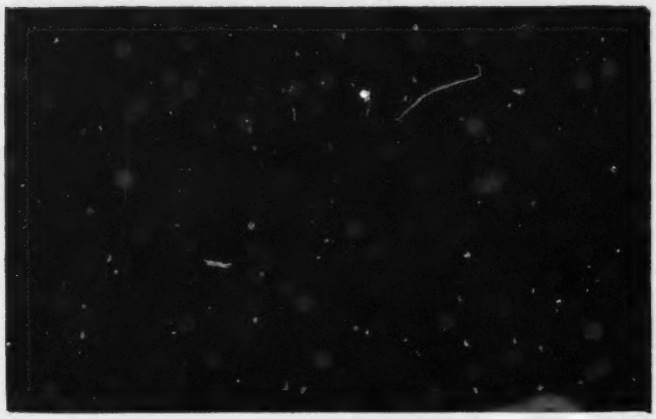

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THE PUBLIC SCHOOL PRINCIPAL'S FUNCTION IN CURRICULUM AND INSTRUCTIONAL LEADERSHIP AS DEFINED BY AN ANALYSIS OF PERIODICALS 1970 THROUGH 1973.[1]

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This paper was presented at the American Educational Research Association Meeting, Chicago, Illinois. April 1974.

Additional studies of the principalship are available by writing the authors at Holton Hall, Kansas State University, Manhattan, Kansas 66506.

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[1]This is one of a series of papers on the principal's function as derived from authors of books and periodical articles from 1970 through 1973.

INTRODUCTION

Since 1916 when the Department of Secondary School Principals was organized[1] (The Department of Elementary School Principals was established in 1920[2]), various concepts have been formulated concerning the expected performance of school principals. The divergent expectations of the principal have been reported by, among others, Horowitz, et al[3], Sergiovanni and Carver[4], Chase[5], and Miklos[6], Goldhammer[7] seems to summarize the results when he states that the position of the principal is uncertain and ambiguous.

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[1]Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973), p. 19.

[2]Ibid., p. 34.

[3]Myer Horowitz, Gary J. Anderson, and Dorothy N. Richardson, "Divergent Views of the Principal's Role: Expectations Held by Principals, Teachers and Superintendents," The Alberta Journal of Educational Research, XV (December, 1969), p. 195.

[4]Thomas J. Sergiovanni and Fred D. Carver, The New School Executive (New York: Dodd, Mead and Co., 1973), pp. 175-176.

[5]F.S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, 1 (July, 1953), 2-3.

[6]E. Miklos, "Dimension of Conflicting Expectations and the Leader Behavior of Principals" (unpublished Doctor's dissertation, University of Alberta, 1963), p. 7.

[7]Keith Goldhammer and Gerald L. Becker, "What Makes a Good Elementary School Principal?" American Education, Volume 6, No. 3 (April, 1970), p. 11.

THE PROBLEM

While an analysis of more than 50 studies on the principalship reported in Dissertation Abstracts reveals divergent conceptions of the principal's role,[8] no thorough single analysis was found concerning how the principal functions In addition, there was no evidence in the research indicating whether or not the functions are similar for elementary, middle school, junior and senior high school principals. The need for such analysis is urgently required at a time when educators are reorganizing the school systems and universities are redeveloping their training programs.

PURPOSES AND OBJECTIVES

It was the purpose of the study to determine what differences, if any, existed in the function of the public school principalship in curriculum and instructional leadership, as derived from periodicals from 1970 through 1973.

The objectives of the study were:

1. To make a content analysis of the elementary, middle, junior and senior high school principals' function in curriculum and instructional leadership as delineated by the authors in periodicals published from 1970 through 1973.

2. To indicate the functions in curriculum and instructional leadership that were similar for each of the above mentioned levels of administration.

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[8]Stephen P. Hencley, Lloyd E. McCleary, and J. H. McGrath, The Elementary School Principalship (New York: Dodd, Mead and Co., 1970), p. 6.

3. To indicate what function in curriculum and instructional leadership were unique to a particular level of administration, i.e., elementary, middle, junior and senior high school.

LIMITATIONS OF THE STUDY

1. This study was confined to a content analysis of journals published from 1970 through 1973 which dealt with the function of the public school principalship in the United States.

2. The periodicals were those published in the United States and listed in the Education Index.

3. No attempt was made to include lectures or essays unless these were included in a periodical.

METHOD OF STUDY

Content analysis was the research method used in this study. The content variables or categories used were selected from works by Ocker[9], Melton[10] and Snyder[11] with selected categories being added. In addition, each time a behavior was classified under one of the categories it was also considered in a two-dimensional way. First, the behavior was classified as pertaining to elementary, middle, junior or high school. When no particular school level was indicated for a given behavior, the variable

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[9]Sharon Dale Ocker, "An Analysis of Trends in Educational Administration," unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1967.

[10]Joseph Melton, "Perceptions of the Ideal and Actual Role of the Elementary School Principalship," unpublished Ed.D. dissertation, Wayne State University, Detroit, Michigan, 1958.

[11]Willard S. Snyder, "Elementary School Principal's Perceptions of his Ideal and Actual Role," unpublished Ed.D. dissertation, United States International University, California Western Division, California, 1968.

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was coded under the classification "Not Determined". Second, the behavior was classified as pertaining to the Cognitive, Affective or Psychomotor Domains.

No effor. was made to tally .he frequency with which particular categories of content occurred in a given article after the initial recording had been made unless the category referred to a different level in the cognitive or affective domain or schooling. The cognitive levels are those defined by Bloom, et al.[12] The affective levels and definitions are those used by Krathwohl, et al.[13] The psychomotor domain is that defined by Harrow[14].

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[12]Benjamin S. Bloom, et al., eds., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956), p. 15.

[13]Anita J. Harrow, A Taxonomy of the Psychomotor Domain (New York: David McKay Company, Inc., 1972).

[14]David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Mosia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), p. 6.

ANALYSIS

A study of Table 1 reveals that a total of 141 variables were coded for the principal's function in curriculum and instructional leadership. A variable is an activity of the principal's function, abstracted from concepts no larger than a paragraph of the article. After the initial reading was made, there was no effort to tally the frequency that a particular variable occurred in a given article.

In the case of the elementary principal, 41 articles were recorded. No articles were found for the middle school principal, 2 were coded in the case of the junior high school principal, 31 were coded for the high school principal, while 67 were not designated to any particular level of schooling and were coded as "Not Determined".

Of the 141 articles, 29.1% were assigned to the elementary level, 0% to the middle school, 1.4% to the junior high school level, 22.0% to the high school and 47.5% to the "Not Determined" classification.

Although a great degree of interest seems to have been exhibited in the middle school during the recent past, no author of the analyzed periodical articles wrote about the middle school principal's function in curriculum and instructional leadership. Some writers[15,16]

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[15] Horton C. Southworth, "Teacher Education for the Middle School: A Framework." Theory Into Practice, Volume 7, No. 3.. (June, 1968), pp. 123-128.

[16] Joan G. Brown and Alvin W. Howard, "Who Should Teach at Schools for the Middle Years?" The Clearing House, Volume 40, No. 5. (January, 1972), pp. 279-283.

Table 1. An Analysis of Journal Articles Devoting the Principal's Functions in Curriculum and Instructional Leadership from 1970 through 1973

Level	Total No. Tallies Category No. 1	Percentage Total Tallies Category No. 1
Elementary School	41	29.1
Middle School	0	0
Junior High School	2	1.4
High School	31	22.0
Not Determined	67	47.5
Total	141	100.0

Cognitive Domain

Level 1 (Knowledge)	14	50.0
Level 2 (Comprehension)	3	10.7
Level 3 (Application)	1	3.6
Level 4 (Analysis)	5	17.9
Level 5 (Synthesis)	3	10.7
Level 6 (Evaluation)	2	7.1
Total	28	100.0

Affective Domain

Level 1 (Receiving)	12	10.6
Level 2 (Responding)	53	46.9
Level 3 (Valuing)	39	34.5
Level 4 (Organization)	3	2.7
Level 5 (Characterization)	6	5.3
Total	113	100.0

Psychomotor Domain

Total	0	0

strongly advocated that middle school teachers be required to undergo special preparation in order to teach at this level - a preparation which differs from that of the elementary, junior high, and high school teachers, yet no special preparation is called for by authors or deemed necessary for middle school principals.

It should be noted that only two variables were coded concerning the junior high school despite the fact that junior high schools are common throughout the United States.

There were 31 variables coded for the principal's function in curriculum and instructional leadership according to level of schooling. Each variable was also classified as denoting a behavior in the cognitive, affective, or psychomotor domains. This particular analysis revealed that 28 variables indicated behavior in the cognitive domain, 113 indicated behavior in the affective domain, while none of the variables indicated behavior indicative of the psychomotor domain.

The fact that 80.1% of the total number of variables classified for the three domains were assigned to the affective domain compared to 19.9% assigned to the cognitive domain and 0% to the psychomotor domain shows that the writers of the analyzed periodical articles, collectively, wrote more about the necessity of valuing the need of being instructional leaders and of being committed to this behavior than the need to know the curriculum and how to be instructional leaders.

Table 1 also indicates the percentages of the total number of variables which were assigned to each of the three domains (cognitive, affective, or psychomotor).

The 28 variables assigned to the cognitive domain were classified among its six subcategories as follows: 50% of them were classified in level 1 (knowledge), 10.7% in level 2 (comprehension), 3.6% in level 3 (application, 17.9% in level 4 (analysis), 10.7% in level 5 (synthesis) and 7.1% in level 6 (evaluation).

The 113 variables assigned to the affective domain were classified among its five subcategories as follows: 10.6% of them were classified in level 1 (receiving), 46.9% in level 2 (responding), 34.5% in level 3 (valuaing), 2.7% in level 4 (organization), 5.3% in level 5 (characterization).

A much higher percentage of variables (92.0%) was classified in three lowest levels (receiving, responding, and valuing) whereas just 8.0% of the variables were classified in the two highest levels (organization and characterization).

An examination of Table 2 reveals that the variables were concentrated in category 1-1 (organizing for curriculum development) and to a lesser extent in category 1-2 (staff involvement in curriculum developments).

There were 59 variables coded in category 1-1 (organizing for curriculum development), 16 of which were assigned to the elementary level, 0 to the middle school level, 2 to the junior high school level, 12 to the high school level, and 29 to the "not determined" level. The writers wrote more about the elementary principals function in curriculum and instructional leadership than they did about the high school principal's responsibility in this area of administration. No writer wrote about the middle school level, and there were only 2 variables coded for the junior high school level.

Also, in category 1-2 (staff involvement in curriculum development) there were twice as many variables coded at the elementary school level than at the high school level. Seventeen were classified as "not determined."

Six variables were tallied in category 1-3, (community involvement in curriculum development), 2 of which were assigned to the elementary level, 2 to the high school level, and 2 to the "not determined" level.

In the case of category 1-5, planning the school plant for the curriculum, the only thing said by the writers is that the elementary and high school principal, with their knowledge of school planning, should yield a great influence on those who are responsible for school construction. Nothing was said as to how they could initiate action to exercise this influence and how they could carry through with it.

The above comments also pertain to category 1-6 (adapting school plant for the curriculum) in which one variable was tallied and assigned to the elementary school level. In this instance, the author says that it is one of the elementary school principal's functions to assist the teaching staff with the arrangements of the room, building, and other environmental elements of learning. However, nothing is said as to how the principal could acquire the ability to fulfill this function.

It is also remarkable that only one reference was made to the principal's function in adapting the school plant. With school boards today beset with spiraling costs and, in some areas, swelling enrollments, in many instances it is not financially feasible

to construct new schools. According to Truesdell[17], recent innovations in interior design make it economically feasible now to renovate these older buildings. Yet, not one author wrote about the principal's function in such planning.

It is interesting to note that category 1-1 (orientation of new teachers to the curriculum) and category 1-8 (in-service education) both deal with the high school principal's function. Nothing is mentioned about the function of the elementary school principal, the middle school principal, or the junior high school principal in these areas of administration.

Of the three variables which were tallied in category 1-9 (planning for selection of curriculum materials), 2 of them were assigned to the "not determined" level and 1 to the elementary school level. Nothing was written specifically about the high school principal's function relative to this administrative responsibility.

The authors of the analyzed periodical articles were more specific in writing about the principal's function in planning for use of curriculum materials (category 1-10). Three variables were assigned to the elementary level and 1 to the high school level. Planning for the selection of curriculum materials and planning for their use are closely related administrative tasks. One wonders why the writers failed to deal specifically with the high school principal's function in planning the selection of the curriculum materials and only one writer considered his function

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[17] William H. Truesdell, "The New Importance of Renovation." School Management, Volume 17, No. 7. (August/September, 1973), pp. 12-14.

in planning for their use. Yet, four authors wrote about the elementary school principal's function in these two administrative areas.

There were 4 variables tallied in selecting learning resource techniques, one of which was assigned to the elementary school level and 3 to the "not determined" level. No writer dealt specifically with the high school principal's function in this matter.

Category 1-12 concerns the principal's function in developing articulation between the elementary school, middle school, junior high and high school. It is extremely important that the principals at the different levels of schooling work closely together to make certain that the principal, for example, of an elementary school knows precisely what the principal of the middle school or junior high school expects of the elementary pupil. This type of articulation should, of course, also exist between the middle school or junior high school principal and the high school principal. But only one variable was tallied in this category and it was assigned to the elementary school level.

It is even more surprising to note that no author wrote about the elementary school principal's function in developing coordination between local elementary schools (1-13).

One variable was tallied in category 1-14 (developing coordination between area high schools).

There were 2 variables tallied in category 1-15 (curriculum supervision) one of which was assigned to the elementary school level and the other to the high school level.

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Four variables were tallied in category 1-16 (working with curriculum consultants). Two were assigned to the "not determined" level, one to the elementary school level, and one to the high school level.

Seven authors wrote about the principal's function in category 1-18a (school philosophy and objectives). It is interesting to note that there was only 1 variable assigned to the high school level, 4 were assigned to the elementary school level, and 2 variables were assigned to the "not determined" level.

Six variables were tallied in category 1-18b (content and organization, timing and scheduling). Four variables were assigned to the "not determined" level and one each to the elementary and high school levels.

There were 2 variables tallied in category 1-21 (academic freedom) one of which was assigned to the elementary school level, and the other to the "not determined" level.

Three authors wrote about the principal's function as a resource person (category 1-19). One of the variables were assigned to the elementary school level, one to the high school level, and one to the "not determined" level.

A total of 7 variables were classified in the miscellaneous category (1-30). Four of these variables were assigned to the high school level and 3 to the "not determined" level.

There were no variables tallied in the following categories: 1-4 (financing curriculum development), 1-13 (developing coordination between local elementary schools), 1-17 (evaluating curriculum consultant's services), 1-19 (citizenship training), 1-20 (handling controversial issues in curriculum), 1-22 (types of curricula), 1-23 (year round schools), 1-24 (evaluating resource meterials in

curriculum), 1-24 (vocational education), 1-26 (college prepatory program), 1-27 (planning team teaching programs), and 1-28 (implementing library programs).

One may assume that school principals would be consulted when the school district is planning the financing of curriculum development (category 1-4). Yet, nothing was written about this function.

Nothing was written by the authors of the periodical articles about the principal's function in evaluating the consultant's services (category 1-17). Nor was anything written about the principal's function in evaluating resource materials (category 1-24. (f these functions are not being performed by the principal, one wonders if anyone makes these evaluations.

Thomas[18], in referring to the fact that in 1971 there were several areas of the nation where all year round school programs were in operation, stated that thousands of other children face this same prospect as other school boards and school administrators take steps that can lead to implementation of all year round school programs. But not one of the periodical articles dealt with the principal's function at any level in planning and operating year round schools (category 1-23).

Table 2 clearly shows that not a single reference was made to the principal's function in curriculum and instructional leadership at the middle school level. While this point was referred to earlier in this chapter, it is important to reiterate that such a situation is difficult to understand. At a time when

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[18]George Isaiah Thomas, Administrator's Guide to the Year-Round School. (West Nyack, N.Y.: Parker Publishing Co. Inc., 1973), p. 19.

Table 2. The Principal's Function in Curriculum and Instructional Leadership Assigned by Sub-Categories to Levels of Schooling 1970 through 1973

Sub Category	Level of Schooling				
	Elementary	Middle School	Junior High School	High	Not Determined
1-1 Organizing for curriculum development	16		2	12	29
1-2 Staff involvement in curriculum development	6			3	17
1-3 Community involvement in curriculum development	2			2	2
1-5 Planning school plant for the curriculum	1			1	
1-6 Adapting school plant for the curriculum	1				
1-7 Orientation of new teachers to the curriculum				1	1
1-8 In-service education				1	
1-9 Planning for selection of curriculum materials	1				2
1-10 Planning for use of curriculum materials	3			1	
1-11 Selecting learning resource techniques	1				3
1-12 Developing articulation between elem-middle-high schools	1				
1-14 Developing coordination between area high schools				1	
1-15 Curriculum supervision	1			1	
1-16 Working with curriculum consultants	1			1	2
1-18e School Philosophy and objectives	4			1	2
1-18b Content and organization, timing and scheduling	1				4
1-21 Academic freedom	1			1	1
1-29 Acting as a resource person	1			4	3
1-30 Miscellaneous					
	41	0	2	31	67

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writers are stating that the junior high school has outlived its usefulness and is making way for the middle school[19] as school districts in all parts of the United States are weighing the decision of whether they should switch from a junior high school to a middle school set-up[20], something should be written in periodicals. In addition, only 2 articles were written about the junior high school.

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[19] Irving Flinker and Norman Pianko, "The Emerging Middle School." The Clearing House. Volume 46, No. 2. (October, 1971), p. 67.

[20] James Di Virgilio, "Switching from Junior High to Middle School?" The Clearing House. Volume 44, No. 4. (December, 1969), p. 224.